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always be unlike the city family in its mutual responsibility and its child labor. The boy seated beside the girl, both of them concerned in the future spiritual atmosphere of their common community, must study the problem of the country church, the possibilities of stimulating social centers, the needs of the farmer's wife and some means of easing her isolated and often barren existence, the possibilities of the rural Y. M. C. A. and Y. W. C. A., the problem of rural recreation, the question of rural health and the rural hospital. Side by side the boy and girl, as future citizens, need to study the reasons for the rural decline that has made a waste place not merely of New England townships but of counties in their own states. They should learn the causes of community decline and how it may be prevented by better schools, by socialized churches, by good pikes, by community centers, by co-operative buying and selling, and by production. Both sexes

must learn the "three betters" of the Irish formula through which the Irish Agricultural Organization Society has ushered in a new rural civilization of "Better Farming, Better Business, and Better Living." It is not enough to teach "better farming" and how to make two blades of grass grow where one grew before; we must teach the "better business" of how to market these increased products at satisfactory prices, for otherwise we shall never have in the country a sufficient tax fund to make possible better country schools and roads. But what good is it to add to the materialistic wealth of the country if we do not thereby improve its conditions of living? We must have "better living." It is not enough to get rid of the scrub cattle; we must eliminate the scrub farmer, the scrub country preacher, and the scrub country squire. We must usher in the day of the thorobred farmer along with thorobred crops and pure bred farm animals.

MATHEMATICAL BOOKS FOR HIGH SCHOOL TEACHERS

By W. W. RANKIN, JR.
The University of North Carolina

MANY of our best teachers of mathematics are realizing that a mere text-book is not sufficient. In order to keep their own enthusiasm aflame and to kindle that of their students they are casting about for additional help. To meet this need the following brief list is prepared. No text-books are included in this list, but every teacher should have two or more texts on the subject which he is teaching. Quite a helpful little library could be secured by setting aside five dollars each year for buying books. The prices given below are not guaranteed, but in most cases are correct.

For the convenience of those interested the following classifications have been made: A, Necessary; B, Helpful; C, Interesting.

I. ARITHMETIC

A

1. Smith, D. E., *The Teaching of Arithmetic*. Ginn and Company. \$1.00.

B

1. Brown and Coffman, *How to Teach Arithmetic*. Row, Peterson and Company. \$1.25.
2. Stamper, *Teaching of Arithmetic*. American Book Company. \$1.00.
3. Brookman, *Family Expense Account*. D. C. Heath and Company.
4. Dale, *Arithmetic for Carpenters and Builders*. Wiley. \$1.25.

5. Gardner and Murtland, *Industrial Arithmetic for Girls*. Heath. 60 cents.

6. McMurry, *Special Method in Arithmetic*. Macmillan. \$1.00.

C

1. Woody, *Measurement of Some Achievements in Arithmetic*. Teachers College Bureau of Publication, New York City. \$1.00.
2. Woody, *Test in Arithmetic*. Per set, 5 cents.
3. Courtis, *Manual of Research Tests in Arithmetic*. Published by the author, Dr. S. A. Courtis, 82 Eliot St., Detroit, Mich. 75 cents.
4. Suzallo, *The Teaching of Primary Arithmetic: A Critical Study of Recent Tendencies in Method*. Houghton Mifflin Company. 60 cents.
5. Hill, *The Development of Arabic Numerals in Europe*. Oxford Press. \$1.75.
6. Jackson, *Educational Significance of Sixteenth Century Arithmetic*. Teachers College Bureau of Publication. \$2.00.
7. Conant, *Number Concept*. Macmillan. \$2.00.

II. ALGEBRA

A

1. Fine, H. B., *College Algebra*. Ginn and Company. \$1.50.
2. Smith, C., *A Treatise on Algebra*. Macmillan.
3. Hall and Knight, *Higher Algebra*. Macmillan. (Every teacher of algebra should have at least one of the three for a reference book.)

B

1. Nunn, The Teaching of Algebra. Longmans, Green and Company. \$2.00.
2. McClelland, The Principles of Elementary Algebra. Macmillan. \$1.10.
3. Brinton, Graphic Method of Presenting Facts. Engineering Magazine Company. \$4.00.
4. Marsh, Technical Algebra. Wiley. \$2.00.
5. Peddle, The Construction of Graphical Charts. McGraw-Hill Book Company. \$1.65.
6. Skinner, Mathematical Theory of Investment. Ginn. \$2.25.
7. Young, J. W., Fundamental Concepts of Algebra and Geometry. Macmillan. \$1.60.
8. Schultze, A., Graphic Algebra. Macmillan.

III. GEOMETRY

A

1. Smith, D. E., The Teaching of Geometry. Ginn. \$1.25.

B

1. Casey, Sequel to Euclid. Longmans. \$1.10.
2. Frankland, The First Book of Euclid's Elements. Macmillan. \$1.25.
3. Henrici, Congruent Figures. Longmans. 50 cents.
4. Young and Young, First Book of Geometry. Dent. 50 cents.
5. Row, Geometric Paper Folding. Open Court Publishing Company. \$1.00.
6. Hill, The Contents of the Fifth and Sixth Books of Euclid. Cambridge University Press. \$1.50.
7. Withers, Euclid Parallel Postulate. Open Court Publishing Company. \$1.25.
8. Klein, Famous Problems of Elementary Geometry. Ginn. 50 cents.
9. Frankland, Theories of Parallelism. Cambridge Press. 90 cents.
10. Hill, Geometry and Faith. Lee and Shepherd. \$1.25.
11. Carus, Foundation of Mathematics. Open Court Publishing Company. 75 cents.

IV. MISCELLANEOUS

B

1. De Morgan, On the Study and Difficulties of Mathematics. Open Court. \$1.25.
2. Carson, Essays on Mathematical Education. Ginn. 75 cents.
3. Stamper, History of the Teaching of Geometry. Teachers College, New York. \$1.50.
4. Young, Teaching of Mathematics. Longmans, Green and Company. \$1.50.

5. Young, Mathematics in the Schools of Prussia. Longmans, Green and Company. 80 cents.
6. Mortiz, Memorabilia Mathematics. Macmillan. \$3.00.
7. Evans, The Teaching of High School Mathematics. Houghton. 35 cents.
8. Schultze, The Teaching of Mathematics in Secondary Schools. Macmillan. \$1.25.
9. LeGrange, Lecture on Elementary Mathematics. Open Court. \$1.00.
10. Smith, D. E., The Teaching of Mathematics in Secondary Schools. Macmillan. \$1.25.
11. Smith, D. E., Problems in the Teaching of Secondary Mathematics. Ginn. 25 cents.

C

1. Abbott, Flatland. Little, Brown and Company. 60 cents.
2. Andrews, Magic Squares and Cubes. Open Court. \$1.50.
3. Ball, Mathematical Recreations. Macmillan. \$2.25.
4. Jones, Mathematical Wrinkles. S. I. Jones, Gunter, Texas.
5. White, Scrap-book of Elementary Mathematics. Open Court. \$1.00.
6. Schubert, Mathematical Recreation. Open Court. 75 cents.

V. HISTORY

B

1. Ball, History of Mathematics. Macmillan. \$3.25.
2. Ball, Primer of the History of Mathematics. Macmillan. 65 cents.
3. Cajori, History of Elementary Mathematics, 1917 edition. Macmillan. \$1.75.
4. Smith, History of Modern Mathematics. Wiley. \$1.00.
5. Fink, History of Mathematics. Open Court. \$1.50.

VI. MAGAZINES

A

1. The Mathematics Teacher. Quarterly. Syracuse University, Syracuse, New York. \$1.00.
2. School Science and Mathematics. Monthly. Mount Morris, Illinois. \$2.00.

VII. PORTRAITS OF MATHEMATICIANS

Smith, D. E., Portfolios of Eminent Mathematicians. Special set for high schools. (This set includes portraits of Thales, Pythagoras, Euclid, Archimedes, Descartes, Newton, Napier, and Pascal. These portraits are well suited for framing and decoration of class room.) Open Court. \$2.00.

Numerous Bulletins are published by the Govern-

ment on, *The Teaching of Elementary Mathematics*, *The Training of Teachers of Elementary Mathematics*, etc. These may be secured by writing the Bureau of Education, Washington, D. C.

Practically all of the above books are in the Uni-

versity Library and may be borrowed by paying postage both ways.

In compiling the above list the writer consulted a list published in *Teachers College Bulletin*, New York.

OUR NEW LEADER

By L. A. WILLIAMS, Pd. D.
The University of North Carolina



DR. E. C. BROOKS

THE noon hour of January 1st, 1919, witnessed a shift of our state educational leadership into the hands of Dr. Eugene Clyde Brooks, Professor of Education in Trinity College. Thus begins the history of the second half-century of the office of State Superintendent of Public Instruction since the re-establishment of the public school system following the Civil War, in an era when all eyes are turned toward our public schools as the great and effective agent by which the work of reconstruction shall be carried on to fruition.

Dr. Brooks comes to the office exceptionally well-prepared to carry on the work of leadership in the teaching profession. Himself a teacher of experience and by inclination, he has the vision to see and the sympathy to understand both the immediate and the remote effects of class-room instruction. Though having lived in a college atmosphere for a decade, he has never caught the infection of the academic mind.

so highly contagious and fatal to men of small mind and narrow vision.

Our new leader is a native of Greene County, born December 3, 1871. He received his early training in the first rural local tax school ever established in this State—in Lenoir County, near Grifton. From here he went to Trinity College in 1890 and graduated in 1894. After graduation he thought he preferred journalism to teaching and during 1894 to 1895 was the Washington correspondent of the *Raleigh News and Observer*. From 1895 to 1897 he was located in the Treasury Department at Washington, D. C. But there was no help for him,—teacher he was desined to be and teacher he became: at Kernersville, 1898-99; Ormondsville High School, in Greene County, 1899-1900; Principal of Kinston Public Schools, spring of 1900; Superintendent Monroe Public Schools, 1900-03; Secretary of Educational Campaign and Supervisor of Rural Schools in the Department of Public Instruction at Raleigh, 1903-'04; Superintendent Goldsboro Public Schools, 1904-'07; Professor of Education in Trinity College, 1907-'19; State Superintendent of Public Instruction, 1919—.

In 1913 he was President of the North Carolina Teachers' Assembly. The year 1913-'14 he spent at Teachers' College, Columbia University. He has been editor of *North Carolina Education* ever since it was established in 1906. During the year 1918 he was made a member of the North Carolina Educational Commission, State Director of National Education, and received the degree of Litt. D. from Davidson College.

The taste for writing, evident at his graduation, he has so far gratified as to produce, "The Story of Cotton"; "The Story of Corn"; "Life of Braxton Craven"; "Woodrow Wilson as President"; "Agriculture and Rural Life Day"; joint author of "North Carolina Geography," and "Agricultural Arithmetic"; editor of "North Carolina Poems"; "Education for Democracy" (in press).

In social and business circles he has gained respect

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